

# 7

History-Social  
Science Standard  
7.7.3.



# Broken Jade and Tarnished Gold

## **California Education and the Environment Initiative**

Approved by the California State Board of Education, 2010

### **The Education and the Environment Curriculum is a cooperative endeavor of the following entities:**

California Environmental Protection Agency  
California Natural Resources Agency  
Office of the Secretary of Education  
California State Board of Education  
California Department of Education  
California Integrated Waste Management Board

### **Key Leadership for the Education and Environment Initiative:**

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### **Key Partners:**

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### **Office of Education and the Environment**

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## Key Unit Vocabulary

### Lesson 1

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**Alliance:** A group of individuals, organizations, or governments working toward the same goal.

**Capital:** A city that is the center of government for a state or country.

**Centralized:** Decision making that is limited to one or just a few people or entities.

**Codex:** An ancient manuscript that is folded or stitched.

**Conquistador:** The Spanish word for conqueror; the Spaniards who led the 16<sup>th</sup>-century conquest of the Americas.

**Culture:** The attitudes, behaviors, and beliefs characteristic of a particular group.

**Empire:** An extensive territory ruled by a single authority, that includes multiple peoples and states.

**Endemic:** (noun) An organism that is only found in a specified geographic region.  
(adjective) Occurring naturally in a particular region.

**Epidemic:** A widespread contagious disease.

**Natural resources:** Materials, such as soil, water, minerals, and energy, that people use from nature and natural systems.

**Nobility:** The people who are part of the royal class, such as kings, queens, and princes.

**Peasant:** A member of a class of people that till soil as small landowners or farm laborers.

**Perspective:** The point of view from which someone understands or judges something.

**Quipu (kee-poo):** A series of colored and knotted strings used to record information by the Inca.

**Range:** The entire region in which an organism or ecosystem is naturally found.

**Resistance:** The capacity to avoid something, such as infection by a disease.

**Smallpox:** A highly infectious and often fatal disease characterized by painful pimples that blister and scar.

**Susceptibility:** The likelihood of being affected by something, such as disease.

Name: \_\_\_\_\_

**Part 1**

**Instructions:** Shade in the areas of the Aztec and Inca empires on the map below. Mark the approximate locations of the capital of each empire with a star, and label them with their names. (10 points)



Name: \_\_\_\_\_

Part 2

**Instructions:** Answer the following questions based on the information in today’s lesson and what you know about other empires in human history. (5 points each)

What role does the capital play in an empire? How does that influence where an empire’s capital might be located?

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Why do empires expand? How was the Spanish expansion into the Americas different from that of the Aztec and Inca expansions into the lands surrounding their “cores”?

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Name: \_\_\_\_\_

Part 1: What’s in Your Empire?

**Instructions:** Fill in the chart below about the important natural resources found and managed in your empire. Use the poster and information cards to help you. (10 points)

Empire: \_\_\_\_\_

Resources	Managed or Wild?	Used for:
(Animals) _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
(Rocks and Minerals) _____ _____ _____ _____ _____ _____ _____ _____	N/A	_____ _____ _____ _____ _____ _____ _____ _____
(Plants) _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____

Name: \_\_\_\_\_

Part 2: What’s in *Their* Empire?

**Instructions:** Fill in the chart below about the important natural resources found and managed in the other empire. Use the poster and information cards to help you. (10 points)

Empire: \_\_\_\_\_

Resources	Managed or Wild?	Used for:
(Animals)         	         	         
(Rocks and Minerals)         	N/A	         
(Plants)         	         	         



Name: \_\_\_\_\_

Part 3

**Instructions:** Answer the following questions using information from today’s lesson. (5 points each)

What other natural resources would have been extremely valuable to the Inca and the Aztec empires? (Hint: think about the geography and ecosystem each empire was located in.)

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Why would it have been important for the leaders of each empire to keep records of the resources in their empires? How would these records have helped them make decisions?

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Comparing Three Empires

Name: \_\_\_\_\_

Part 1

**Instructions:** Look at the diagram below and describe how the Aztec, Inca, and Spanish empires were the same and different during this time period, using the numbered spaces.

1. Inca Empire:

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2. Spanish Empire:

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3. Aztec Empire:

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4. Inca and Spanish Empires:

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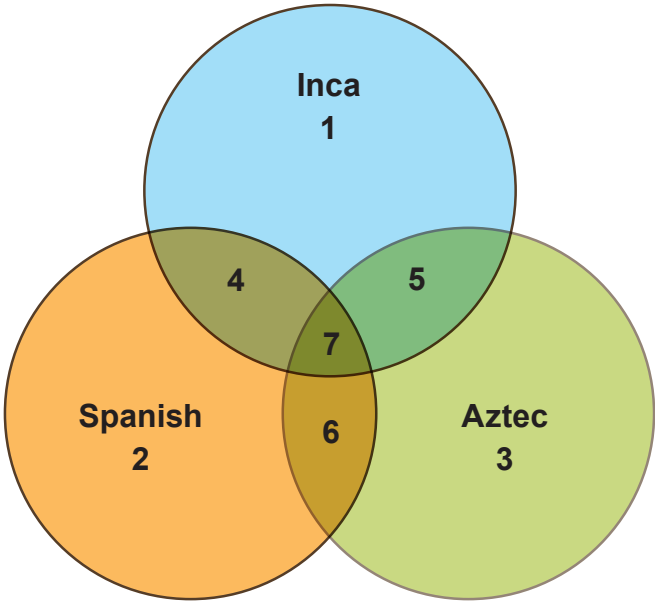
5. Inca and Aztec Empires:

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6. Aztec and Spanish Empires:

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7. Aztec, Inca, and Spanish Empires:

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## Lesson 3 | page 2 of 2

It was inevitable that the Spanish would meet the Inca and the Aztecs one day. What do you think the outcome of that meeting would be, given the similarities and differences in their cultures?

[illegible]

## Different Perspectives, Different Decisions

### Lesson 4

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Name: \_\_\_\_\_

**Instructions:** Use information from today's lesson to answer the following questions.  
(5 points each)

1. Chose one event from the Aztec or Inca empire and explain how natural resources were involved in that event.

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2. Choose two leaders from the events in the Aztec or Inca empire you read about today and describe their goals.

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3. When and how did conquistadors reach the capital of the empire for which you constructed a map?

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4. What natural resource(s) was/were most important to the conquistadors?

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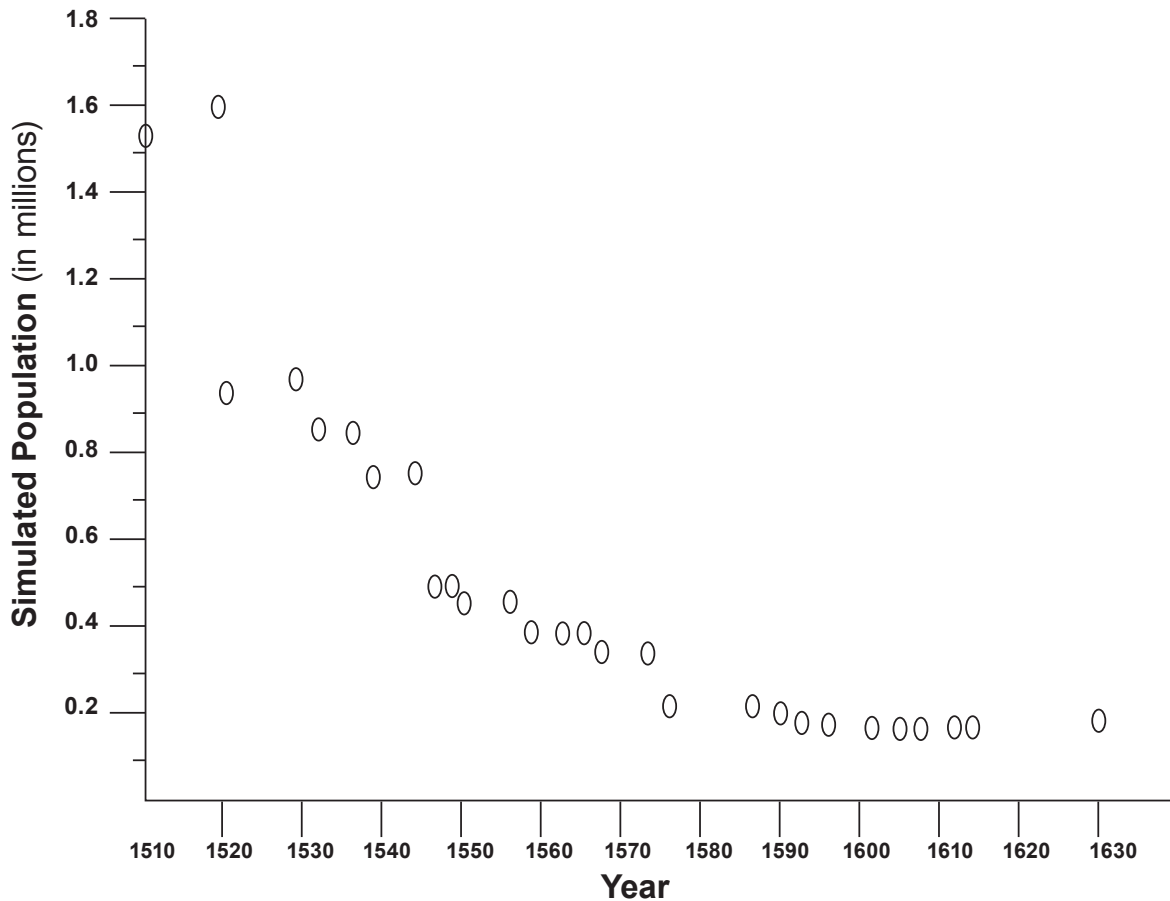
## Death in The Valley of Mexico

Lesson 5 | page 1 of 2

Name: \_\_\_\_\_

In Europe, the consequences of the Black Death had been felt for hundreds of years, and it was just one new disease. In the Americas, this and many other new diseases struck at once. In just a few years, they killed many millions of people.

**Instructions:** On the graph below, plot the epidemics that struck the Valley of Mexico between 1510 and 1630 along the x-axis. Draw a line to connect the population dots when done. (5 points)



Estimated 16<sup>th</sup>-century population size changes for the Valley of Mexico.

**Instructions:** Use the graph to answer the questions about how disease killed people in the Valley of Mexico. (1 point each)

1. How many people lived in the Valley of Mexico in 1520 (before the plagues)? (1 point)

\_\_\_\_\_

2. About how many people lived there in 1630? (1 point)

\_\_\_\_\_



Name: \_\_\_\_\_

**Instructions:** Use the chart on **Waves of Death: Epidemics in the Valley of Mexico** to answer the following questions.

3. How many different diseases struck this area over the time represented on the chart? What were they? (1 point for the correct number of diseases, and 1 point for each correct disease named—9 points total)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Identify the two most deadly waves of disease during this period. List the dates they struck, and about how many people died. (Round to the nearest 100,000) (1 point each)

Disease 1: \_\_\_\_\_ Date: \_\_\_\_\_ Deaths: \_\_\_\_\_

Disease 2: \_\_\_\_\_ Date: \_\_\_\_\_ Deaths: \_\_\_\_\_

**Instructions:** Return to the graph on page 1 to complete the following.

5. Circle the epidemics that represent when the Black Death struck the Valley of Mexico. (3 points)

\_\_\_\_\_

\_\_\_\_\_

6. Many more people were killed by the smallpox epidemic of 1520 than in the epidemic of 1615. Why? (5 points)

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## Lesson 6 | page 1 of 2

**Instructions:** Select one of the following “essay starters” and complete the essay, using what you have learned about the Aztec and Inca empires, the Spanish conquistadors, and the epidemics in the Valley of Mexico during the 1500s and 1600s. (20 points)

### Prompt 1:

Diseases that came from Europe spread quickly. They killed large numbers of Native American people.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Prompt 2:

Diseases that came from Europe weakened Aztec and Inca societies. They killed many leaders.

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## Writing About the Effects of Disease

Lesson 6 | page 2 of 2

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Name: \_\_\_\_\_

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### Prompt 3:

Diseases that came from Europe scared Native Americans.

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